

# 05 Enlightenment

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **10 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

---

The New Jersey Core Curriculum Content Standards for Social Studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. An education in social studies fosters a population that is civic minded, globally aware, and socially responsible, exemplifies fundamental values of American citizenship through active participation in local and global communities, makes informed decisions about local, state, and global events based on inquiry and analysis, considers multiple perspectives, values diversity, and promotes cultural understanding, recognizes the implications of an interconnected global economy, appreciates the global dynamics between people, places, and resources and utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of the other world regions. In the self contained setting students will be exposed to all the essential material.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

---

Students will understand:

- a revolution in intellectual activity changed European's view of government and society.
- Enlightenment ideas spread through the Western world and profoundly influenced the arts and government.

## **CONTENT AREA STANDARDS**

---

SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
SOC.6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

---

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice:

## Gathering and Evaluating Sources.

LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

## **STUDENT LEARNING TARGETS**

---

### **Declarative Knowledge**

---

Students will understand:

- how Isaac Newton's work influenced the Enlightenment.
- the views of Thomas Hobbes, John Locke, Jean Jacques Rousseau, Voltare and Denis Diederot.
- concepts related to the Enlightenment such as salons, the Declaration of Independence, the Declaration of the Rights of Man, citizenship, and Lafayette.

### **Procedural Knowledge**

---

Students will be able to:

- with guidance and assistance, compare and contrast the principle ideas of the Enlightenment with ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
- with guidance and assistance, analyze how intellectual, philosophical, and scientific ideas impacted their beliefs.

## **EVIDENCE OF LEARNING**

---

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice

- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

### **Benchmark Assessments**

---

Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

### **Formative Assessments**

---

- Students will read primary source documents related to the Enlightenment and Enlightenment thinkers.
- Students will be reviewing themes of the unit through pictures, maps, quotes, and notes.
- Homework, teacher observations, class participation, group projects, entrance/exit tickets.

### **Summative Assessments**

---

End of Unit assessment or project

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

---

- King and Lewenski, World History, AGS Inc., Circle Pines, MN 55014-1796
- [Crash Course Enlightenment](#)
- [Enlightenment History.com](#)
- [PBS World History](#)

## **INTERDISCIPLINARY CONNECTIONS**

---

Technology and Multimedia

Use of Google for research

Use of Youtube for videos related to classroom content

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

---

See link to Accommodations & Modifications document in course folder.